

A Curriculum for Excellence

“Curriculum for Excellence is about driving forward improvements in learning and teaching ***to improve the life chances of young people*** by allowing them to reach their highest possible levels of achievement and by ensuring they have ***the skills and knowledge they need for learning, life and work in the 21st century***”


Building the Curriculum 1

“Children and young people are entitled to a broad general education, based on the experiences and outcomes and planned across all the curriculum areas, from early years through to S3”

Developing Your Secondary Curriculum

“A broad general education will include all of the experiences and outcomes across all curriculum areas to and including the third level. These should be experienced by all pupils, as far as this is consistent with their learning needs and prior achievements.”

Building the Curriculum 3, pages 14 and 15



“The keys to success lie in the breadth and depth of (young people’s) learning and in their desire to continue learning. That is why our secondary schools should not see S1 to S3 implicitly as preparation for subsequent qualifications, but as an educational experience which has its own integrity and worth”

Professor Graham Donaldson

Implementing Education Policies
Scotland's Curriculum for Excellence
INTO THE FUTURE

OECD

Improving outcomes for young people through school education

ACCOUNTS COMMISSION
AUDITOR GENERAL

Presented to the Scottish Parliament

EQUITY AUDIT
Improving the understanding of the impact of COVID-19 and school building closures on children from socio-economically disadvantaged backgrounds is setting clear areas of focus for supporting recovery.

THE SCOTTISH ATTAINMENT SCIENCE AND HEALTH PARTNERSHIP

Plan 21-24

Date of publication: 31 March 2021

getting it right for everyone

The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill

Scottish Government
Riaghaltas na h-Alba

Putting Learners at the Centre:
Towards a Future Vision for Scottish Education

Report by Professor Kenneth Muir,
Deputy Chief of Schools and
Independent Adviser to the Scottish
Government on Post-School Education

Fit for the Future: developing a post-school learning system to fuel economic transformation

Skills Delivery Landscape Review - Final Report

Submitted to Scottish Ministers, May 2023

May 2023

Scottish Government
Riaghaltas na h-Alba

The 15-24 Learner Journey Review

May 2018

Scottish Government
Riaghaltas na h-Alba
gov.scot

OECD Education Working Papers No. 253

Upper-secondary education student assessment in Scotland: A comparative perspective

Gordon Stobart

OECD

Attainment Scotland Fund evaluation: Fourth Interim report - year 5

CHILDREN, EDUCATION AND SKILLS

social research

International Council of
Education Advisers

Report 2018-20

December 2020

Support for Learning: All our Children and All their Potential

June 2020



Implementing Education Policies

**Scotland's Curriculum
for Excellence**

INTO THE FUTURE



OECD Recommendations

- **Recommendation 1** - Balance Curriculum for Excellence so students can fully benefit from a coherent learning experience from 3 to 18 years.
- **Recommendation 2** - Combine effective collaboration with clear roles and responsibilities.
- **Recommendation 3** - Consolidate institutional policy processes for effective change.
- **Recommendation 4** - Lead the next steps for Curriculum for Excellence with a long-term view

Recommendation 1 - Balance Curriculum for Excellence so students can fully benefit from a coherent learning experience from 3 to 18 years

- **1.1** - Re-assess CfE's aspirational vision against emerging trends in education
- **1.2** - Find a better balance between breadth and depth of learning throughout CfE
- **1.3** - Adapt the Senior Phase to match the vision of CfE
- **1.4** - Continue building curricular capacity at various levels of the system using research



OECD Education Working Papers No. 25

Upper-secondary education
student assessment
in Scotland: A comparative
perspective

Gordon Stobart

<https://dx.doi.org/10.1787/d8785dd4>

The Task Challenge : the future of assessment and qualifications

- **The Stobart Report, OECD (2021)**
- Although Curriculum for Excellence was regarded as a pioneering example of curriculum reform, the senior phase examinations were perceived to have ‘seen less reform’
- the cancellation of examinations in 2020 and 2021 offered an opportunity to ‘radically consider the assessment system’.
- The review compared the system in Scotland with four other British legacy systems and five other qualifications traditions to provide an evidence base on which Scotland might reflect as it considered how alignment might be enhanced between Curriculum for Excellence and assessment in the senior phase.
- **Three major themes identified.** In Scotland
 - external assessments could be more innovative to capture a wider range of student capabilities;
 - the role of teacher assessment could be reconsidered;
 - the academic and vocational strands could be better integrated with the assessment system to offer a broader range of curriculum options.

Putting Learners at the Centre:

Towards a Future Vision
for Scottish Education

Report by Professor Kenneth Muir
University of the West of Scotland and
Independent Advisor to the Scottish
Government on Education Reform

The Process Challenge: inclusive policy design

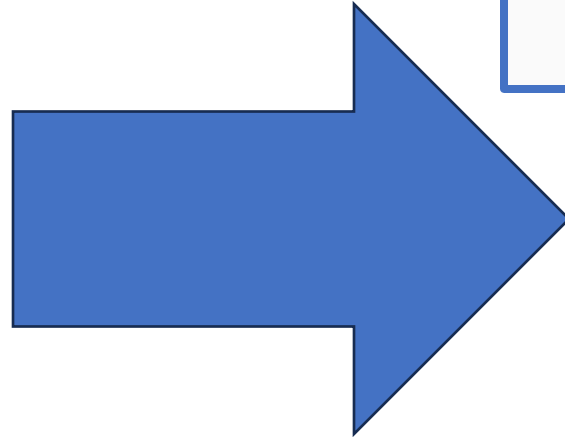
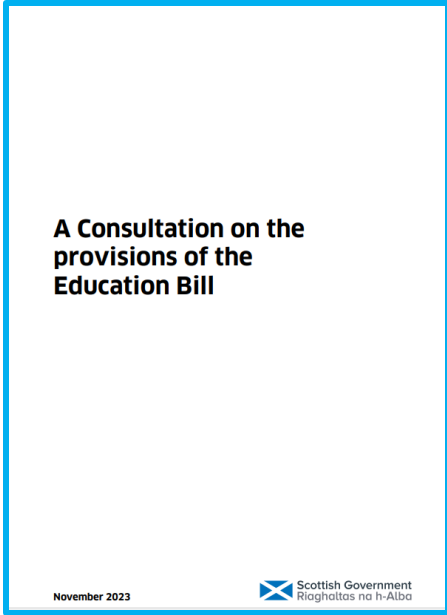
- Two key themes in the report on the future of education bodies by Professor Ken Muir were:
- the need to put learners at the centre of the education system; and
- the need for cultural change within the system.
- Recommendations for SQA and Education Scotland

The Independent Review of Qualifications and Assessment: The Review and its Key Recommendations

- Professor Hayward's recommendations in the final report focus on the introduction of a Scottish Diploma of Achievement (SDA) with three elements: Personal Pathway, Programmes of Learning and Project Learning.
- The Review recommends that the Diploma should be the graduation certificate offered in all settings where Senior Phase education is provided. All learners should be offered the chance to experience learning in all elements of the Diploma and that these should be entitlements.



The story so far...



Education (Scotland) Bill

This Bill establishes a new body called Qualifications Scotland. It also creates a new office His Majesty's Chief Inspector of Education in Scotland.

This is a Government bill

The Bill was introduced on 4 June 2024 and is at Stage 1

Introduced Stage 1 Stage 2 Stage 3 Act

This Bill is at Stage 1 of the process to decide if it should become an Act.

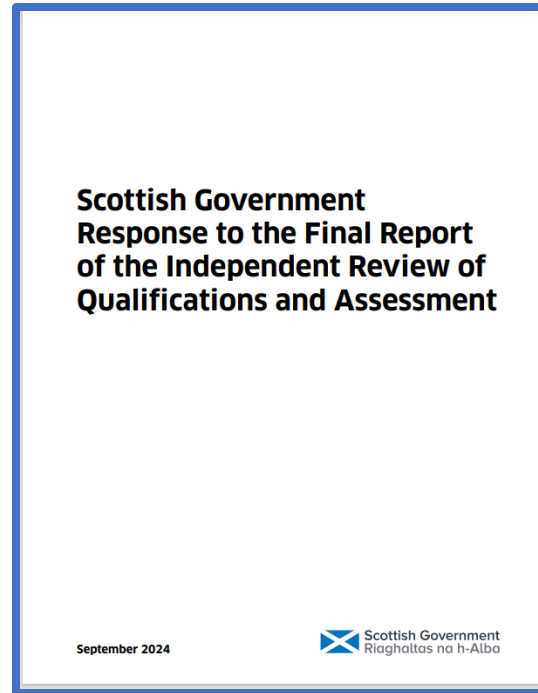
- Explore the guidance and rules for Bills
- See the process for Bills and how to share your views

National Discussion

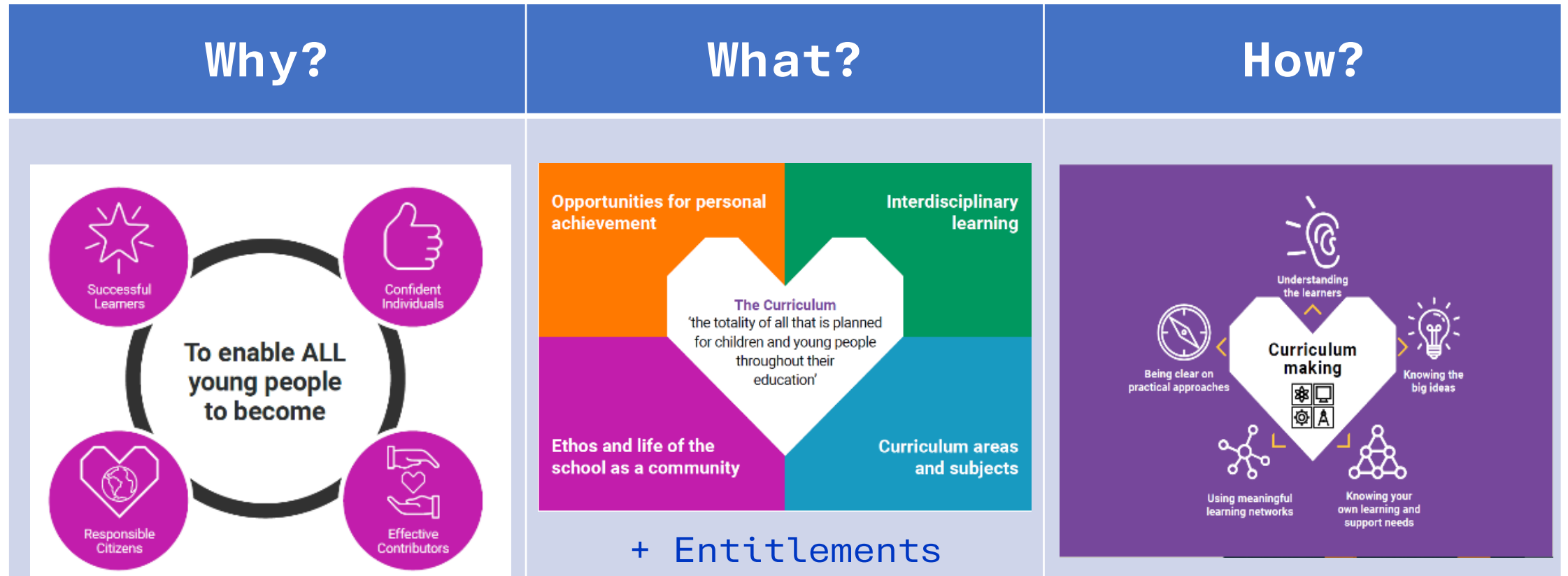
Let's Talk Scottish Education



Professor Louise Hayward
[Assessment & Qualifications]

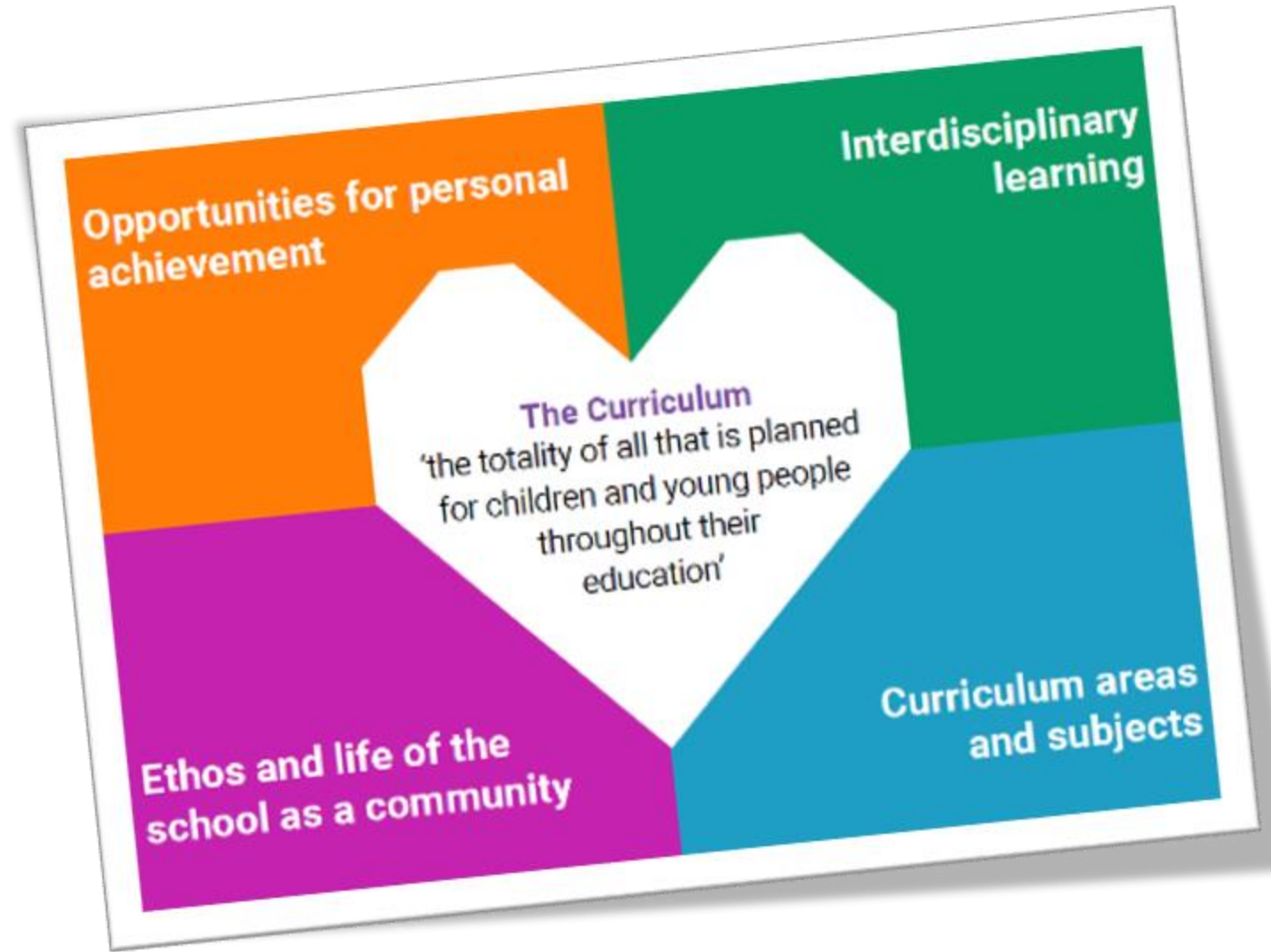


Scotland's Curriculum Framework



What matters ?

Individual settings and practitioners are empowered to make the decisions needed to provide a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities



Edinburgh **Learns** for Life

Our Vision

A fairer, healthier, greener future for everyone, where learning for life happens at school, in the wider community, at home, and in in the workplace.

Our Mission

To create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued. To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

Our Goals



Transform

We will provide inclusive, equitable, valuable learning opportunities for everyone.



Connect

We will use a place based approach to build collaborative and sustainable learning communities and networks.



Empower

We will co-create the environments where learners can lead and shape their own learning.

National Improvement Framework

NP 1	Placing the human rights and needs of every child and young person at the centre of education					
NP 2	Improvement in children and young people's health and wellbeing					
NP 3	Closing the attainment gap between the most and least disadvantaged children and young people					
NP 4	Improvement in skills and sustained, positive school-leaver destinations for all young people					
NP5	Improvement in achievement, particularly in literacy and numeracy					
Drivers for Improvement	School and ELC Leadership	Teachers/ Practitioner Professionalism	Parent/Carer Involvement & Engagement	Curriculum & Assessment	School & ELC Improvement Priorities	Performance Information

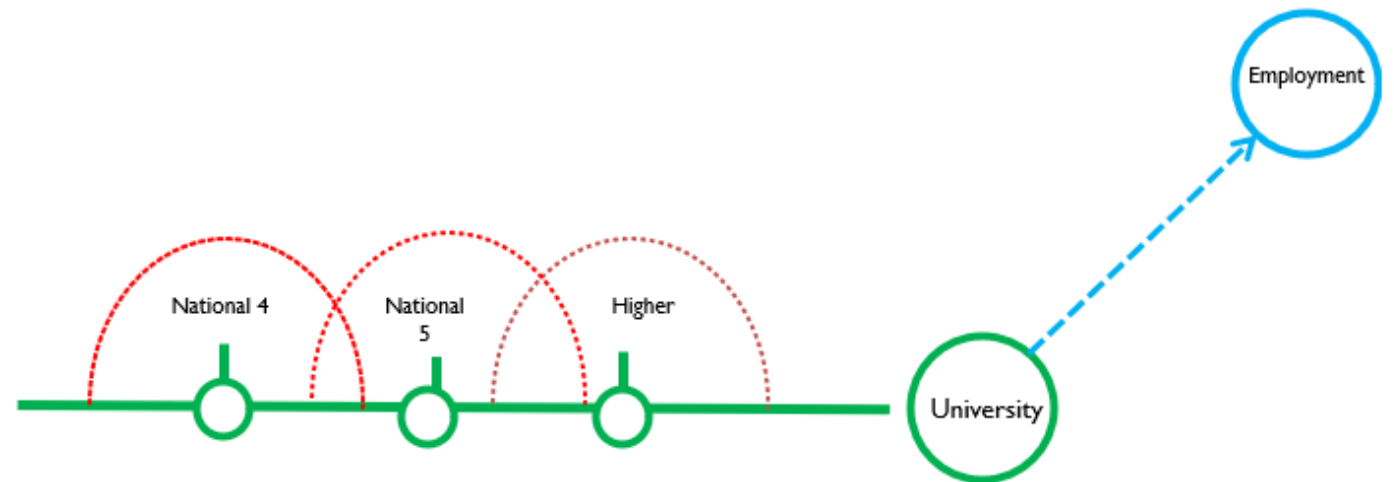
People and Progress
Inclusion
Curriculum



Education Service Improvement Plan 2024-2027

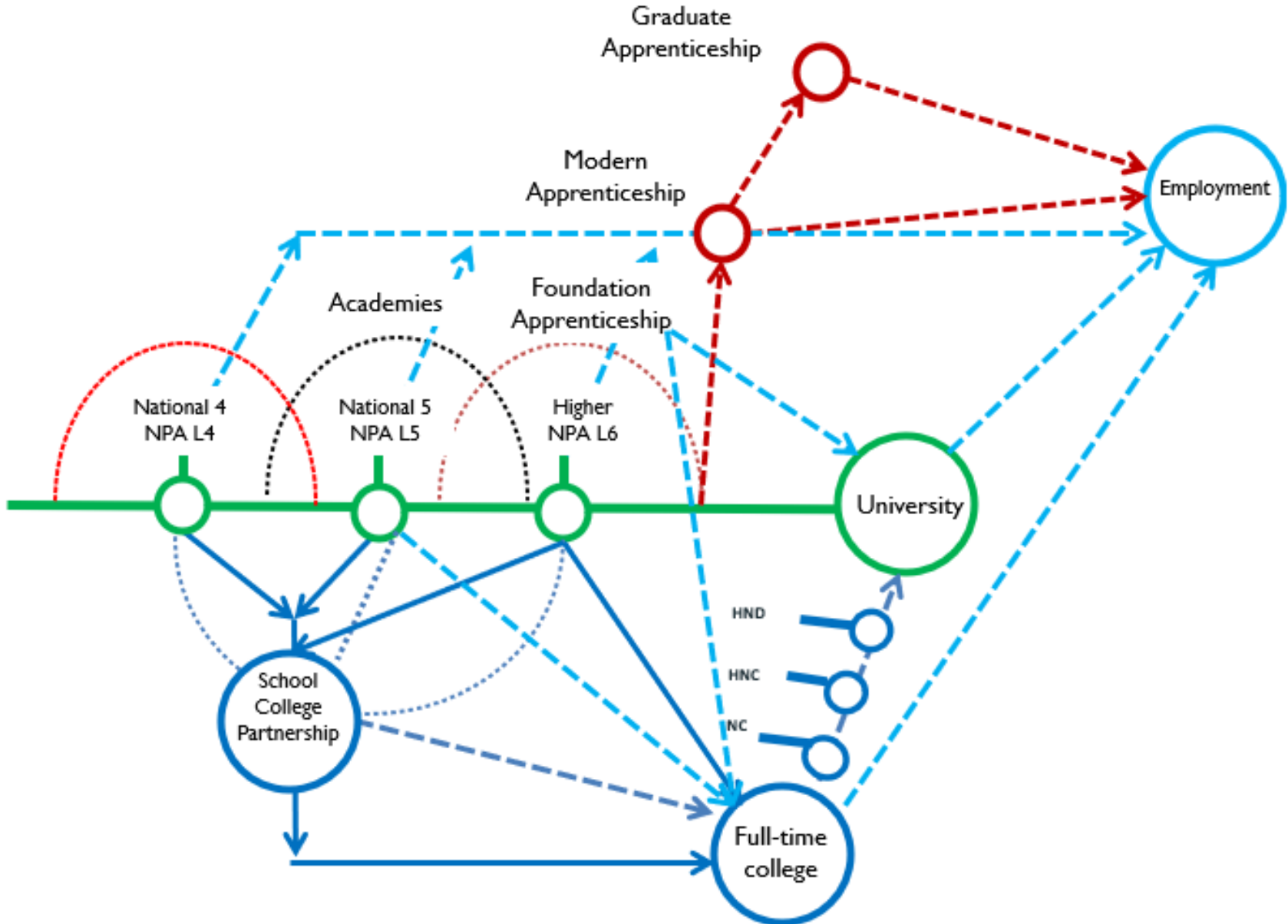
Education Service Improvement
Plan 2024-2027

Traditional Senior Phase



How ready are we to respond to education reform?

Senior Phase Pathways





Aligned
Column
Structure



Curriculum
Offering



Partnership
Working



Skills



Transitions

Key Priorities

Curriculum Offering



College Offer



Construction



Foundation Apprenticeships



Creative Industries



JET

Teams around the community – progress update

CLT

30 October 2024

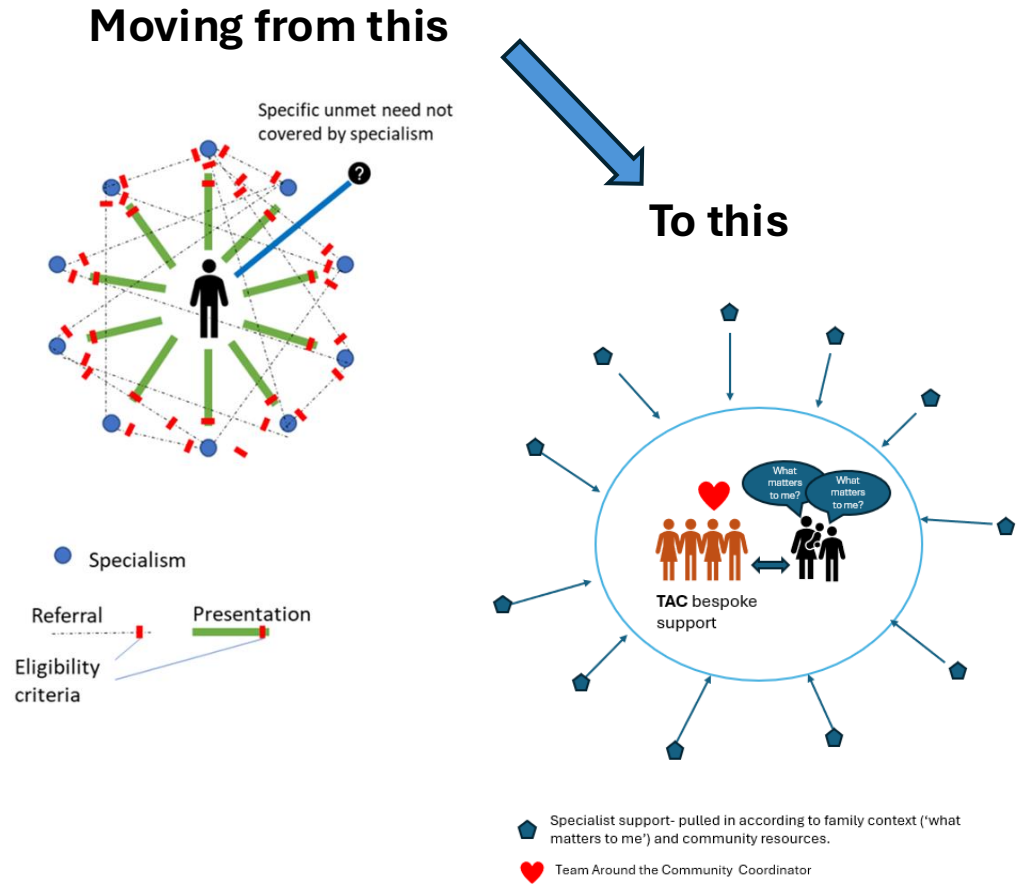
Principles of Team Around the Community

Team Around the Community (Core)

- Schools
- FHS/Family support service
- Welfare Advice
- Wider achievement and Lifelong Learning
- Inclusion Teams/EWS
- WFW

Community Network

- Community planning
- Health
- CCP
- Local third sector partners
- Citywide third sector
- Police



A place-based partnership approach to preventing education and interlinked household difficulties from becoming entrenched:

- Coordinated, timely and impactful support.
- Trust in professional judgement and expertise.
- Empowered to build capacity.
- Flexible and bespoke.
- Data and evidence led.

A Systems Approach

Harm has occurred i.e. people with established and complex needs – Mitigate or reduce impact of harm and prevent further escalation; reduce impact and improve outcomes.

Early Intervention – targeting those in at risk groups or where there are early signs of difficulties - Halting or slowing down deterioration, prevent any further harm and intensive service demand and actively improve situation.

Prevention – preventing risk of or actual harm and resulting service demand by actively promoting health and wellbeing, individual resilience and positive outcomes and community capacity.

Crisis services

Edge of Care

EEI
WFW SPA

Team Around the Community

Public Health approach

GIRFEC/
Universal